

Comprehensive School Improvement Plan (CSIP) Redesign Technical Assistance

**Iowa Department of Education
November 2003**



The Department sent an e-mail Wednesday, November 26, to CSIP contacts. The e-mail contained four attachments for Technical Assistance Part II:

- 1. This Power Point**
- 2. Q&A**
- 3. Westlake Teaching Document**
- 4. Accredited Nonpublic Schools--only their CSIP requirements**

If you did not receive this e-mail, all documents are available at this web site address:

<http://www.state.ia.us/educate/ecese/asis/csi/documents.html>

CSIP Technical Assistance Part II Purposes

- **Review four Constant Conversation Questions**
- **Present Westlake CSIP Teaching Document Constant Conversation #1: What do data tell us about our student learning needs?**
- **Present CSIP November Q&A**
- **Present Accredited Nonpublic Schools CSIP Requirements List--only their requirements**
- **Review Projected Technical Assistance Timeline**

Uses of this Power Point for Various Audiences

- Board members, advisory groups, administrators, teachers, consultants, etc.—you can tailor your presentation to the audience
- Click on the appropriate icon in your toolbar for any of the following:
 - Power Point Show
 - Note-taking pages (print multiple slides per page)
- Choose slides most appropriate to your audience

Distribution of Information

- The CSIP distribution list will be used to distribute monthly documents and provide on-going response to questions/concerns.
- The November CSIP videotape has been provided to each AEA for distribution to all schools.
- All CSIP documents are available at this web site address:
<http://www.state.ia.us/educate/ecese/asis/csi/documents.html>

November Documents to Support CSIP Development

- **Westlake Question #1: What do data tell us about our student learning needs? with “teaching text boxes.”**
- **CSIP November Q&A:**
 - Question #1
 - District Career Development Plan
 - Program Application for Funding
 - CSIP Requirements
 - Other
 - AEA General Topics

Question:

**What are the four
Constant Conversation
Questions that provide
the fundamental
framework for CSIP
development?**

Constant Conversations for Student Benefit CSIP Framework

- **What do data tell us about our student learning needs?**
- **What do/will we do to meet student learning needs?**
- **How do/will we know student learning has changed?**
- **How will we evaluate our programs and services to ensure improved student learning?**

Question:

**Why are these four
questions fundamental?
Why can we have these
conversations over time?**

“Constant Conversations”

- **State and federal laws and rules will change; however, these four questions are free of specific statute and rule.**
- **Programs, initiatives, and curriculum will change over time; however, these four questions are free of specific content.**
- **People in the system (instruction, support, leadership, and management) will come and go; however, these four questions are not “person” dependent.**

Question #1:

What do data tell us about our student learning needs?

- You are going to make decisions about this: “What will we do to meet student learning needs?”
- Therefore, you had better be **clear** about the data analyses required for Question #1. Stakeholders should be able to have **confidence** that priorities determined through data analysis are **truly needs**.

Question #1:

What do data tell us about our student learning needs?

- **Data analysis is a process whereby collected data are carefully interpreted and then represented clearly and accurately for others to review.**
- ***Analysis* means examining data/information to answer questions about how well students are learning, determine priorities, and focus instruction.**

Question #1:

What do data tell us about our student learning needs?

- **The data analyses include the use of trend data--same data points over time.**
- **Look for information/data beyond standardized student achievement tests.**
- **Knowledge gained from a plan for systemic inquiry around information related to student learning will be used to write goals.**

Question #1: Two Types of Information

- **Internal Data**

- what students and instruction are currently like in a specific content area
- perceptual data (what individuals and groups think or feel)
- behavioral data (what is observable, measurable--including student achievement data)

- **External Data**

- what external sources report about students and instruction in the identified content area
- national assessments, research, articles, books

Question #1:

What do data tell us about our student learning needs?

- **What problems are you trying to solve? For what populations?**
- **How confident are you that these problems are truly problems?**
- **What data points are you trying to move-- from where to where? What is the baseline? How large is the gap from where you are to where you want the data to be?**

**Let's look at the
Westlake teaching
document for
Question #1:
Use the document
dated November 24,
2003 in the header.**

CSIP Thinking Process

Non-Regulatory Guidance Document

Constant Conversation Question

#1:

What do data tell us about our student learning needs?

Westlake Community School District

- This document is the first of four guidance pieces about how one fictitious school district decides to “think through” a process that will lead it to a clear, concise, and usable CSIP designed to increase achievement for all students.
- This document is not intended to provide a “one size fits all” thinking process. The plan that will eventually emerge from the details that follow will be locally determined.

Westlake's Thinking Question #1: Key Points

- This is the first of four guidance pieces.
- This is not a stand-alone document.
- The content provides a glimpse of only one district's thinking about Question #1.
- The content demonstrates a level of detail particular to this district's thinking.
- How much of this information will actually be placed in the CSIP web-based system will be determined over the coming school year.

The following slides are pages from the Westlake document. However, you will want to provide the actual document to any audience if you use the following slides.

The technical assistance text boxes are intended to provide information about the following:

- content meaning,**
- alignment, and legal expectation.**

Compare the original Westlake with the “text box” version.

Demographic statement that reflects Westlake's current condition

The Westlake School District serves 1150 students and is comprised of one elementary school (K-5), one middle school (6-8), and one high school (9-12). Many characteristics have changed in the past several years. Since 1995, we have experienced a decline in enrollment. During the same time period, the racial makeup of the district has changed from 99% white to 96% white and the number of ELL students has doubled. Approximately 23% of the district's students receive free or reduced lunch and 17% receive special education services. County birth records and the Iowa Department of Education's projections indicate that enrollment should stabilize at the current level for the next five years.

1. What do data tell us about our student learning needs

"Information behind the scenes" about Westlake's response to Question #1.

A. What data do we collect?

To answer question 1.A., Westlake decides to "think through" a list of the assessment building/district data it collects to describe student outcomes. The district decides that it will collect data that include state and federal assessment data points and 2. The district also decides that a reference to the specific grade levels of how the data are compiled (e.g., biennium trend lines) is helpful to

Schools should place codes within the narrative of the CSIP to indicate where requirements are met.

(LRDA1)

ITBS/ITED reading and mathematics science for grades 8 and 11

Refers to CSIP requirement (See p. 1 of the matrix.)

Multiple assessments used by Westlake

- Graduation rate
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English, 3 years of mathematics, science, and social studies)
- Career and technical education (CTE) student data (e.g., 11th grade participants' proficiency in mathematics, program completers, and occupational competency)
- High school students achieving a score or status on a measure indicating secondary success (the district uses the American College Test (ACT)).
- From the Iowa Youth and Services Survey (grades 6, 8, and 11) (SDF1, SDF3, and SDF4)
- Community input from community members, parents, administrators, and others (includes input from community members, parents, administrators, and others) (SDF5)
- Data from Iowa Collaborative for Assessment and Program Evaluation (grades 4, 8, and 11)
- Basic Reading Inventory
- Data from the district development
- Participation rates for required
- Aggregate and subgroup attendance data (grades K-12)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data (grades K-3)

CTE (Career and Technical Education) data in the Perkins end-of-year report

One data source Westlake uses meets multiple requirements (See pages 2 and 3 of the matrix.)

These data have been used to establish biennium trend lines, which are updated and reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR) information from the ITBS and ITED assessments, we also monitor the progress of each peer group time in the areas of reading comprehension, mathematics, science, and social studies. (

The following slide is the first page of the CSIP Rule/Statute Interpretation Matrix. (You received this document in October.)

LRDA1 is the code for the first requirement under long-range data analysis.

Comprehensive School Improvement Plan (CSIP) Rule/Statute Interpretation Matrix

Regulatory Guidance for the Consolidation of State and Federal Programs and Initiatives in the CSIP

- The CSIP is a district-wide planning tool that guides the instructional focus (goal priorities) for school districts and accredited nonpublic schools in Iowa. A CSIP does not contain all that a school does; it contains actions that are centered on improving teaching and learning, at a minimum, in the areas of reading, mathematics, science, and other local indicators for student achievement.
- The CSIP has several functions: 1) five-year vision/direction for alignment of school efforts, 2) five-year plan to improve teaching and learning, 3) five-year application for state and federal programs that support district goals.

What do data tell us about our student learning needs?

| Citation | Topic | Rule/Statute | Rule/Statute Interpretation | Noncompliance |
|--|-----------------------------|---|--|---|
| 281—IAC 12.8(1)(b)(2) and 281—IAC 12.7(1)(a)(1), | 1. Long-range data analysis | <i>Chapter 12</i> The long-range needs assessment process shall include provisions for . . . analyzing. . . information derived from local, state, and national sources. The process shall include provisions for reviewing information acquired over time on the following: 1) state indicators and other locally determined indicators, 2) locally established student learning goals, and 3) specific data collection required by federal and state programs. | <ul style="list-style-type: none"> The process for collection and analysis of long-range needs assessment data is locally determined. The comprehensive school improvement plan (CSIP) must contain long range data collection and analyses for each of the following state indicators: <ol style="list-style-type: none"> Reading Mathematics Science Dropouts High school seniors intending to pursue post-secondary education High school students/indicators of post-secondary success High school graduates completing core program "Analysis" means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction. "Additional factors" are locally determined - indicators that impact student achievement in addition to state indicators for Iowa listed in 12.8(3)(a). | <p>LRDA1.The comprehensive school improvement plan (CSIP) does not contain long range data collection and analysis over time. 281—IAC 12.8(1)(b)(2)</p> <p>LRDA2.The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment for state indicators. 281—IAC 12.8(1)(b)(2)</p> <p>LRDA3.The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for locally determined indicators. 281—IAC 12.8(1)(b)(2)(1)</p> <p>LRDA4.The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for locally established student learning goals. 281—IAC 12.8(1)(b)(2)(2)</p> |

this: "To what questions do we want the answers?" through our local D to collect and analyze information on a variety of other indicators include:

- District demographic data
- Climate surveys (random sampling of students 3-12)
- Basic Educational Data Survey (BEDS) data (e.g., course offerings and information by course/gender)
- ITBS/ITED data for other grade levels and subject areas (grades 3, 5, 6, 7, 9, & 10)
- Instructional time allocations (grades K-12)
- Student work/course grades (grades 7-12)
- Student discipline data (e.g., office referrals, suspensions, and expulsions) (grades 4-12) (**SDF1, SDF3**)
- Student participation in the district's breakfast and lunch program (grades K-12)
- Referrals to building assistance teams (BATs) and student assistance teams (SATs) (grades K-12)

Westlake has coded this requirement in multiple places in Question #1.

B. How do we collect and analyze data to determine prioritized student learning needs?

To answer question 1.B., Westlake describes the thinking/decision-making process it uses to collect and analyze the data from the student data sources listed in section 1.A., as well as program/service implementation data. Emphasis is placed on describing how key stakeholder groups are involved in the district's decision-making process and clarification is provided in regard to each stakeholder group's role and responsibility to the process. Westlake also provides a brief description on how district information is shared with the community. Data collection and analysis is a shared responsibility at the Westlake district.

District Leadership Team (DLT)

The superintendent convenes a District Leadership Team (DLT) that meets six times per year. The team is comprised of general education and special education teachers from each building, the principals, and the curriculum coordinator. This group reviews information from Building Leadership Teams (BLTs) and collects and analyzes district-level data (e.g., low information, graduation rate, and data from the five-year comprehensive community assessment). In addition, information regarding the implementation of action support current district goals is collected and analyzed to help identify future program needs. The DLT ensures that the action plans designed to meet district-specific outcomes for each activity designed to support the proposed action data on these activities is also collected and analyzed by the DLT. Data on implementation data from state and federal programs and services are shared in conversations about supports for established student needs and services, and progress toward district goals.

Building Leadership Team (BLT)

Each building in the district has a BLT that is responsible for the collection data related to its level. Each BLT consists of five teachers, a guidance principal and meets on a monthly basis. Members examine ITBS/ITED item data and frequency data (e.g., the number of special education students and students scoring at or below the 40th percentile), as well as building specific other grade level assessments, discipline data, graduation rate, referrals attendance). This information is then shared and discussed with the rest of the district during monthly faculty meetings.

Stakeholder Groups

District and building information reviewed by the DLT and BLTs is shared with stakeholder groups, including the Westlake school board, Westlake School Advisory Committee (SIAC), Westlake Parent-Teacher Organization (PTO), and various community organizations.

Community involvement in the comprehensive school improvement process calls for participation of stakeholder groups. Participation can take place in many forms and occurs throughout Westlake's school improvement process.

B. What did we learn through this data analysis?

To answer question I.C, Westlake provides a summary of the key findings from its analysis of data that were collected from the sources listed in section I.A. Again, this summary includes state and federal required data points as well as other data that provide a broader picture of students' needs. Reference to specific grade levels is provided as appropriate.

Through analysis of district and building data and comparisons with the state's student performance trajectories, the following was learned: (LRDA1, LRDA2, LRDA3, and LRDA4)

- The majority of trend lines on the ITBS and ITED assessments show little growth (flat lined) in reading, mathematics, science, and social studies. (grades 4-11)
- One hundred percent of our students participated in all district assessments (grades 4-11)
- BRI measures of reading comprehension show 40% of 1st through 5th grade students performing below grade level. This is a consistent trend over the last 3 years.
- Kindergarten DIBELS results on phoneme segmentation show 30% are in the performance (at-risk or deficit) category.
- First grade DIBELS results on oral reading fluency show 20% are in the low (at-risk or deficit) category.
- Trend line data for middle school students indicate that student performance over time in reading and math. (grades 6-8)
- Proficiency for 8th grade boys is declining at a steeper rate than the general reading.
- Performance (proficiency) of students with Individualized Education Plans (IEPs) is below the state trajectory in reading and math. (grades 4, 8, & 11)
- The percent of low socioeconomic status (SES) students performing below the proficient level is below the state trajectory and the percentage of students performing in the advanced level are decreasing. (grades 4, 8, 11)
- Reading and mathematics proficiency of 11th grade students participating in CTE programs is lower than the district's overall average for grade 11 students.
- Graduation rates are high for the general student population, but lower for the minority student.
- The number of high school students completing each of mathematics, science, and social studies is increasing, but the majority are reporting desire to pursue post secondary education.
- Students reporting that other students treated them with respect increased from 1999 to 2002 in grade 8. (SDF2, SDF4)
- In 2002, 65% of 6th graders reported that other students treated them with respect compared to 41% of 11th graders. (SDF2, SDF4)
- In 2002, 65% of students in grade 11 reported at least occasional use of alcohol. This is up 14% from the 51% of 11 graders that reported on this same item in 1999. (SDF2, SDF4)
- Elementary attendance data show increasing absenteeism in grades K, 5, and 6, particularly within the ELL subgroup.
- Percent of student body referred to the office for disruptive behavior increased in each grade level from 7th through 10th grade. (SDF2)

In November 2002, the district distributed a comprehensive, community-wide needs assessment survey to 2,000 individuals, including community members, parents, administrators, staff, and students. Six hundred of the surveys (30%) were completed and returned. Through analysis of the survey data, the district learned the following: (LC3)

- 90% of respondents agreed or strongly agreed that Westlake staff is accessible both during and outside of the regular school day.
- 85% of the respondents agreed or strongly agreed that the middle school facilities adequately meet the needs of students, while 75% agreed that the middle school facilities adequately meet the needs of students.

Westlake indicates that the bulleted items listed to the left serve to meet these four CSIP requirements.

Westlake notes that multiple data "learnings" meet the same CSIP requirements.

Westlake determines that this percentage return is high enough to justify use of the survey data for decision making.

- 60% of the respondents agreed or strongly agreed that alcohol use among students is increasing when compared to five years ago. (SDF4)
- 75% of the respondents agreed or strongly agreed that student behavior in the middle school and high school needs improvement. (SDF4)

B. From the data analysis, what are our prioritized needs?

To answer question I.D., Westlake identifies the findings from section I.C that indicate the highest need for direct intervention, either through goal setting or through specific actions to support the established goals. Some of the needs identified are connected to specific academic skills.

Based on the data reviewed, we developed the following list of priorities:

- Improve reading comprehension for low SES students, students in grades K-8.
- Improve vocabulary acquisition of students in grades 7 and 8.
- Improve mathematics performance in grades K-6.
- Improve the attendance rates in grades 7-12.
- Improve the learning environment in grades 7-12.
- Improve the district graduation rate.

Note the alignment between Westlake's data and the priorities it establishes. The CSIP should clearly show this alignment.

C. How will we develop goals and actions based upon these priorities?

To answer question I.E., Westlake describes the process it will use to develop goals and actions. These goals will appear in guidance for Part II: Constant Conversation Question #2: What do we do to meet student learning needs?

The district leadership team and Westlake SIAC will use the prioritized needs to generate and recommend goal statements to the board for adoption. The district and building level leadership teams in collaboration with community stakeholders as appropriate will design strategies and actions that align with and support the established goals.

RE MINDER

Before a school clicks "certify" for the narrative contents in its answer to Question #1, it should double check to ensure that it has coded all state and federal requirements for this question:

- Long-range data analysis (4 codes)
- Major educational needs (2 codes)
- Title IV (4 codes)— **only if the district decides to access these funds**

Note that Westlake continues the use of collaboration with stakeholders to develop goals and actions. This district's teams are structured to ensure that data collection and analyses are coordinated among groups and aligned with the district's mission.

**The next slide is the first
page of the Q&A for
November 2003.**

**Use the original
document with
stakeholders.**

The following information reflects questions submitted in early November from schools and area education agencies, as well as additional clarifications. Each month the CSIP technical assistance package will include questions and answers. This month's content includes the following categories:

- Constant Conversation Question #1: What do data tell us about our student learning needs?
- CSIP Linkage: Teacher Quality District Career Development Plan
- LEA Procedural Issues
- AEA Procedural/Technical Assistance Issues

Constant Conversation Question #1: What do data tell us about our student learning needs?

1. **How does a school or school district decide what data to collect in order to make the best decisions for student benefit?**

Answer: Two general categories of data exist: a) state and federal mandated and b) locally determined. State and federal mandated data include data reported in the Annual Progress Report (APR) pursuant to Chapter 12, AYP data pursuant to NCLB, and annual data reports for federal programs. Locally determined data include information required to answer questions schools might have about any outcome, process, or procedure (e.g., demographic data, climate surveys, instructional time allocations, student work, student grades, student discipline, student participation in school food programs, suspensions, and expulsions).

2. **Can a school or school district use only the trend line data in its APR as the "information acquired over time"?**

Answer: Yes, this would meet minimal legal expectation but not best practice. The data in the APR would meet minimum requirements for data collection and analysis for the Comprehensive School Improvement Plan (CSIP). These data include the following:

- Multi-year trend line in reading and mathematics in grades 4, 8, and 11 (including disaggregated subgroup data);
- Multi-year trend line data in science at grades 8 and 11 (including disaggregated subgroup data);
- Multiple measure data in reading, mathematics, and science;
- Drop outs, high school seniors intending to pursue post-secondary education, high school students who achieve 20 or higher on the ACT, high school graduates completing a core program; and
- Locally determined indicators.

3. **Should a school or school district use more than only the trend line data in its APR as the "information acquired over time"?**

Answer: Yes, schools are encouraged to collect data that informs decision making about the whole child, which minimum state and federal compliance expectations do not.

4. **What are the advantages of using multiple methods of collecting community input to inform decision making?**

Answer: How a school or school district seeks input from the community is a local decision. However, it is advisable to use multiple methods for soliciting community input to ensure that the information collected accurately depicts needs and the public will.

As a school gathers community information, it should be mindful about the following:

- Are all community populations (e.g., students, parents, business, churches, non-parental households, and agricultural community) represented in the data?

CSIP Q&A

November 2003

- **This Q&A contains information about the following:**
 - **Constant Conversation Question #1**
 - **Linkage: District Career Development Plan Embedded in the CSIP**
 - **CSIP as Program Application for Funding**
 - **CSIP Requirements Question #1**
 - **Other**
 - **CSIP Procedural Issues: Area Education Agencies**
- **CSIP Q&As will be numbered consecutively across the months for easy reference.**

Q&A

Constant Conversation Question #1

What do data tell us about our student learning needs?

- **How does a school or school district decide what data to collect in order to make the best decisions for student benefit?**
 - Answer: Two general categories of data exist: a) state and federal mandated and b) locally determined. State and federal mandated data include data reported in the Annual Progress Report (APR) pursuant to Chapter 12, AYP data pursuant to NCLB, and annual data reports for federal programs. Locally determined data include information required to answer questions schools might have about any outcome, process, or procedure (e.g., demographic data, climate surveys, instructional time allocations, student work, student grades, student discipline, student participation in school food programs, suspensions, and expulsions).

**Let's continue with the
Q&A for “What do data
tell us about our student
learning needs?”**

Questions 2 through 7

The December CSIP technical assistance package will address more information about the relationship between the Iowa Professional Development Model, the District Career Development Plan, and the CSIP.

However, due to the many questions about professional development, the November Q&A addresses some of these issues now.

District Career Development Plan Embedded in the CSIP

- **The November Q&A contains a section on the district career development plan that is embedded in the CSIP.**
- **Approximately 16 questions and answers provide clarifications about how the Iowa Professional Development Model, the District Career Development Plan, and the CSIP are related.**
- **This Power Point addresses just a few of the questions. (See the entire Q&A.)**

How does the Iowa Professional Development Model relate to the CSIP?

- **Answer: The Iowa Professional Development Model is guidance to support the required district career development plan, which is embedded in the CSIP.**

Does state law require use of the Iowa Professional Development Model?

- **Answer: No, however the district career development plan is required pursuant to Iowa Code 284.6 and 281--IAC 83.6 (Teacher Quality rules scheduled for adoption February 2004). The Iowa Professional Development Model provides a recommended framework for developing a district career development plan; however, a school district may use another model as long as it has all the required elements of the district career development plan.**

How does the district career development plan fit in with the CSIP?

- **Answer: The district career development plan is embedded within the CSIP. The requirements of the district career development plan align with the four CSIP Constant Conversation Questions. Implementing the district career development plan is the primary method to build teacher capacity to support meeting district academic goals.**

Does all professional development have to be “scientifically” research based?

- **Answer: No. Within the district career development plan (which is embedded in the CSIP), professional development practices/strategies that have a documented scientific research base must be identified, at a minimum, somewhere within the K-12 system. However, districts are expected to work toward implementing research-based practices at all levels.**

Does every professional development offering have to be part of the district career development plan?

- Answer: No. The district plan specifically targets professional development that builds teacher capacity designed to improve student achievement in reading, mathematics, and/or science.
- *Please note this distinction:* The district offers other kinds of training that do not meet the components and the purpose of the district career development plan. This “other” training will not appear in the district career development plan. Examples appear below:
 - Training on topics other than curriculum/instruction (e.g., how to facilitate meetings or how to score writing samples)
 - Mandated training (e.g., blood borne pathogens and asbestos)

More questions and answers about professional development and the CSIP appear in the November Q&A.

Please read the entire Q&A thoroughly.

Accredited Nonpublic Schools

- **The CSIP Rule/Statute Interpretation Matrix has been modified to contain only the state requirements that apply to accredited nonpublic schools.**
- **This CSIP nonpublic document was attached to November e-mail sent through the CSIP distribution list. (You will also be able to access this document on the CSIP web site.**

Projected CSIP Technical Assistance Dates

- **Question #2: What do/will we do to meet student learning needs?**
 - December TA package (videotape and e-mailed documents) by week of December 29
- **Question #3: How do/will we know that student learning has changed?**
 - January TA package (videotape and e-mailed documents) by week of January 19

Projected CSIP Technical Assistance Dates

- **Question #4: How will we evaluate our programs and services to ensure improved student learning?**
 - February Winter Institute (February 3, 5, 10, and 11) one-day same session four times across the state
- **State and federal requirements monitoring venues package (CSIP, budgets, assurances, other, and site visits); Alignment Review; Compliance Self-Assessment**
 - March distribution

Projected CSIP Technical Assistance Dates

- **Web-based CSIP system**
 - April/May 2004
- **Continued use of CSIP distribution list for on-going questions/answers and communication**

Technical Assistance Goals

- **100% schools with usable plans for student benefit**
- **100% schools perceive that the five stakeholder expectations have been met**
- **100% schools meet requirements**

Red Alert!

New CSIP Questions from You

Beginning immediately, please send new CSIP questions directly to Jeanette McGreevy at jeanette.mcgreevy@ed.state.ia.us

Cheryl Syferd has received a promotion and will now be working at the Financial Aid Commission. KUDOS to Cheryl and many thanks for top-rate leadership and assistance!

When you send new questions, please put CSIP Questions in the subject line so they can be easily sorted from other e-mails.

Thanks.

**“Nothing, not even the most advanced technology,
is as formidable as people working together
enthusiastically toward a shared goal. . . .people
become unstoppable when they are moved by a
common vision, and have the power and tools to
achieve it.”**

United Technologies, Corporation Brochure

